

**Sense-Abilities: 2002 Arts Networking Conference
Credit Procedures**

1. Re-licensure points available—up to 14 (Complete both sides of attendance sheet and retain for own records.)
2. State Inservice credit = 1 hr
 - a. completed attendance: documents a minimum of 14 hrs.
 - b. completed classroom implementation report
 - c. items received at USOE by Feb. 5, 2003.
3. USU credit = 2 hrs.
 - a. recording fee paid Thursday, Dec. 5th at conference registration
 - b. completed attendance sheet, completed assignment (classroom implementation report, collegial activities log, and student achievement report)
 - c. items received at USOE by April 25, 2003.

Classroom Implementation Report

Please print clearly or word-process.

Name _____ E-mail _____

District _____ School _____

Names of the Teachers I reflected with in this implementation project:

Time Spent in Collegial Conversations concerning this implementation project: _____

Selected Artform: _____ Grade Level: _____ Quote the Selected Portfolio Target below:

(refer to: http://www.usoe.k12.ut.us/curr/FineArt/Core_Curriculum/Default.htm)

I. Students' Self-Assessment of Selected Core Target (s)

_____ Total number of students

_____ Number of students who rated themselves a star (competency achieved) on this target (s)

_____ Number of students who rated themselves as still climbing the mountain (work in progress)

II. Student Self-Assessment Ability. Please reflect on the ability of your students to self-assess. (Hints: Consider these questions as you evaluate: Do they demonstrate excitement/interest in describing what the target is? Do they demonstrate a clear understanding of what hitting the target really "looks like?" Can they describe this? Can they identify examples of the target being hit? Can they explain what is missing in instances where the target hasn't been hit? Can they explain what is needed to hit the target? Can they describe the elements that make a particular success of hitting the target more outstanding? How has the progress of my students in achieving this target been affected by learning how to self-assess?)

III. Collegial Reflections on Student Work. Please describe the experience of reflecting with your colleagues on your students' work.. (Hints: Consider these questions: What are the professional benefits of these collegial conversations? What am I learning in my conversations with my colleagues as we discuss our students' work, their self-assessment progress and their enjoyment of achieving the targets? What am I doing – or plan to do next time around - as a teacher, that is working in helping my students to progress in their ability to self-assess, and to enjoy their arts learning? What are we finding out about how the ability to self-assessment affects learning?)

(-over-)

Collegial Activities Log

Date	Time Spent	Who was there	Activity <i>Examples: Discussion of _____ Observation visit to (purpose) _____ Side-by-side teaching of _____ Planning of _____, etc.</i>

Student Achievement Progress Report

Student Achievement of Targets. Please reflect on the progress of your students' learning. (Hints: Consider these questions as you evaluate: Do they demonstrate excitement/interest/enjoyment in their learning? What teaching/learning strategies have been successful in developing and refining the targeted skills? What strategies have been successful in developing the targeted conceptual understanding? What strategies have been successful in achieving the mastery of related vocabulary? How has learning in other subject areas benefited from learning and using these skills, understanding and vocabulary?)

Student Emotional and Social Development. Please evaluate the impact of your students' arts study on the development of their social and emotional skills and the learning environment. (Hints: Consider these questions in your response: In what ways do they exhibit a love for being involved with each other through their study of the selected artform? How has the students' self-concept been affected by their arts achievements? How has student ability to get along with each other, focus on learning tasks, value each other's creations, and work together been affected by their arts learning? How has student behavior, school environment, attendance, parent involvement/support been affected?)

Professional Development. Please reflect on the progress of your teaching expertise. (Hints: how has your teaching changed through this experience? What new skills and understandings have you gained? What impact did this experience –the networking conference, classroom follow-up, and collegial activities –have on you personally, on your professional development, and on your students?)